



Course Prefix/Number/Title:

SPED 101: Introduction to Developmental Disabilities/Intellectual Disabilities

Number of Credits: 3

Course Description: This course examines the evolving perspectives on intellectual disability, etiology and characteristics of Intellectual and Developmental Disabilities, the legal and ethical considerations, individualized program planning across ages, and assistive technology needs.

Pre-/Co-requisites: None

Hybrid Course Information:

- What is a Hybrid Course:

Introduction to Developmental/Intellectual Disabilities is a hybrid course. A hybrid course replaces some in-class time with online learning activities completed outside of class. In-class meetings are used for collaboration and discussion.

- **Reduction of Face-to-Face Time:**

For this course, 1 classroom session are being replaced with these online activities: Articles to read, videos to watch, assignments to complete, and other activities.

- **Expectations for Work Online:**

Although we will meet in-person less frequently than in a regular course, this course requires the SAME amount of work. Taking a hybrid course demands a lot of discipline, self-direction, and time management skills. You may be expected to do work outside of class that may otherwise have been previously been conducted in-class.

- Technical Requirements:

You will need regular access to a computer with reliable Internet access to complete assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB's [Recommended Computer Specifications](#).

Course Objectives: Upon completion of this course, students will be able to:

- Define intellectual and developmental disabilities.
- Identify common characteristics of syndromes and various disability categories.
- Explain the implications for education IDEA (Individuals with Disabilities Education Act), ADA, 504, ESSA (Every Student Succeeds Act)
- Describe the assessment process from pre-referral to IEP (Individual Education Plan)
- Define and identify various assistive technology devices from low tech to high tech
- Understand and provide an example of the parts of an Individualized Education Plan
- Develop a secondary transition plan for a student
- Identify possible adult services for a person with a developmental disability
- Define the role of advocacy
- Describe the duties/responsibilities of the team including general education, special education and related services, administrators, paraprofessionals, and job coach, if needed
- Describe best practices in providing support to adults with developmental disabilities.
- Define person centered planning and student led IEPs (Individual Education Plan)

Instructor: Erika Hamilton

Office: Thatcher 203

Office Hours: 10:00-10:50 T/R, 11:00-11:50 M/W/F

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Lecture/Lab Schedule: M/W 1:00- 1:50 pm, Thatcher 1108

Textbook(s): Readings will be provided to students, Textbook is recommended.

Gargiulo, Richard M. and Bouck, Emily C. (2018) *Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability*. Los Angeles: SAGE

Course Requirements: Grading is based on the standard college curve, where students earn a grade based on the total number of points possible. Quizzes and assignments completed during class time may not be made up. There is a one week grace period to make up any missed assignments or exams. Any assignment or exam not made up within 1 week will be given a zero. It is the responsibility of the student to schedule make up work during a time that is workable for both student and instructor. Letter grades are based on the following:

A- 90-100% B- 80-90% C- 70-80% D 60-70% F <59.5%

Tentative Course Outline: This syllabus is subject to change, and any changes will be discussed in class. Each week will correspond with a chapter in the text, as well as supplementary videos and readings.

Week 1: Syllabus Overview

Week 2: Ch 1: Understanding Intellectual Disability

Week 3: Ch. 2: Foundational Concepts: Etiology of I.D., and characteristics of students with I.D.

Week 4: Ch. 3: Educational Issues affecting students with I.D.

Week 5: Review and Test (Chs 1-3)

Week 6: Ch 4: Assessing and Evaluating Students with I.D.

Week 7: Ch 5: Behavioral Interventions for students with I.D.

Week 8: Ch 6: Assistive Technology for students with I.D., MIDTERMb (chs 4-6)

Week 9: Ch 7: Teaching Academic Skills to preschool students with I.D.

Week 10: Ch 8: Life Skills for preschool students with I.D.

Week 11: Review and Test (chs 7 & 8),

Week 12: Ch 9: Teaching Academic Skills to students with I.D.

Week 13: Ch 10: Life Skills for Elementary Students with I.D.

Week 14: Ch 11: Teaching Academic Skills to Secondary Students with I.D.

Week 15: Ch 12: Life Skills for Secondary Students with I.D.

Week 16: Ch 13: Transition Planning for Students with I.D. Paper Due, Review

Final Date TBD

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Employ Industry specific skills in preparation for workplace readiness
- Students will demonstrate effective oral and written communication skills. A common rubric is used to ensure reliability and validity of data collected.

Relationship to Campus Focus: This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers

Classroom Policies: The cell phone policy will be discussed as a class. Please be respectful to other students, instructors, and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.